CALIFORNIA COMMUNITY COLLEGES
AND
KERN
COMMUNITY COLLEGE DISTRICT

#90-0011
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<thead>
<tr>
<th>FISCAL YEAR</th>
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<td>1990-91</td>
<td>90-0011</td>
<td>Bakersfield</td>
<td>Kern</td>
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**PROJECT TITLE**

**Proposal to Replicate the Strategic Learning System of Johnson County Community College, Kansas**

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<th>FUNDING CATEGORY &amp; AWARD</th>
<th>ELIGIBLE PROGRAM</th>
<th>PROJECT CATEGORY</th>
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<td>Grant = $14,600</td>
<td>C --- Special Learning Needs Ed/Dis</td>
<td>Implementation Model</td>
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<th>PROJECT PRODUCT</th>
<th>PROJECT TOPIC #1</th>
<th>PROJECT TOPIC #2</th>
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<td>Faculty/Staff Develop</td>
<td>Retention</td>
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**PROJECT DIRECTOR**

**PROJECT SUPERVISOR**

**PROPOSAL DESCRIPTION**

Bakersfield College proposes to replicate the Strategic Learning System first developed at the University of Kansas and then adapted for the community college at Johnson County Community College, Kansas. Instructors will be trained in this nontraditional teaching method within a program designed to teach high-risk students how to learn so they may succeed in transfer courses. Students who are enrolled concurrently in a content area class and a Strategic Learning System class experience a 20% higher completion rate and a full-grade point higher in their companion classes.
Bakersfield College proposes a small grant to replicate the Strategic Learning System first developed at the University of Kansas and then adapted for the community college level by Pegi Denton at Johnson County Community College, Kansas. At JCCC students enrolled in the Strategic Learning System concurrently with a content area class experienced a 20% higher completion rate, a full grade point higher in the companion class, and a significantly greater acquisition of study skills. We expect to obtain the same dramatic results with a replication of the JCCC program.

The project would use a visiting scholar, Pegi Denton, to train B.C. instructors in the nontraditional strategic teaching method within a program designed to teach high-risk, underprepared students how to learn so they may succeed in transfer programs. The program monitors the student's acquisition, generalization, transfer, and self-generation of learning strategies.

The population of underprepared students being served is specifically the Level 2 (not ready for transfer) reader who has been placed in a transfer level course. Other Level 2 students in the same transfer course but not concurrently enrolled in the Strategic Learning System will serve as controls to evaluate the comparative retention rates, the grade in the transfer class, the overall GPAs, and the acquisition of study skills.

The project would bring Ms Denton to B.C. for 3-days to train a Project Director and two instructors prior to the Spring, 1991 semester. Ms Denton would return for monthly 1-day visits to monitor the progress of the four sections of the Strategic Learning System class, each of which would be team-taught by two of the three trained instructors. The Project Director, who is a certified Strategies Trainer, would team teach one section with each of the other two instructors in order to model and monitor the teaching of the specific JCCC program.

The grant would provide $14,938 of the expenses, primarily for the training of the teachers.

We anticipate that the outcome will be a model with the potential to break the failure cycle, particularly among students who are high-risk because of a lack of effective study strategies. A successful model would be supported by Bakersfield College for further expansion and would be worthy of dissemination to those colleges willing to make the investment.
Proposal to Replicate the Strategic Learning System of Johnson County Community College, Kansas

1. Specific Educational Program Being Addressed

INTRODUCTION

The Bakersfield College Learning Center proposes to replicate the Strategic Learning System of Johnson County Community College of Overland Park, Kansas. The entire JCCC Learning Strategies Program is based on a model developed by the University of Kansas Institute for Research in Learning Disabilities (KU-IRLD). While the KU-IRLD model was created for and validated on learning disabled and low-achieving 7th through 12th grade students, the JCCC staff, under the direction of Pegi Denton, successfully adapted and modified the model for the general community college student population. At Bakersfield College we have witnessed in a small program the dramatic success of students who have been helped to develop writing skills through the strategic approach to learning, and we have teachers trained in the basics of strategic teaching (see Phase I on Figure 1 and on Appendix A). This proposal addresses Phase II (Figure 2) of the Bakersfield College Model for Learning Strategies. We are now ready to take advantage of the expertise available at JCCC to become trained in and to offer our students a program that will give them an opportunity to learn techniques and skills to increase the effectiveness and efficiency of their learning. This will ultimately increase both their success and their satisfaction in their college courses.

THE SPECIFIC EDUCATIONAL PROGRAM OR SERVICES THE PROPOSAL IS ADDRESSING

1. AB 1173 Projects emphasize local improvement of curriculum and instruction, both of which are primary to this proposal.

The strategic method of teaching is a nontraditional method of instruction which utilizes an eight step procedure developed at KU-IRLD. The first four steps are instructor directed; the last four steps are student-centered but require instructor feedback. All are aimed at helping students to learn task-specific strategies, to generalize, to transfer
the strategies to other classes, and finally to devise and personalize their own strategies.

Built into this proposal is a program for improving the abilities of faculty members by training them specifically in the strategic method of teaching students how to learn. Experience at KU-IRLD has confirmed that the strategic teaching approach is one which teachers need to be taught under supervision. It is not one which can readily be picked up in all its subtleties by reading about it.

This proposal involves a program which addresses special learning needs of educationally disadvantaged students. In the Assessment/Enrollment Data report of November 10, 1989 for Bakersfield College, it is reported that 55.1% of the students assessed self-reported that they needed help with study skills; further, 51.5% were shown to need study skills based on their actual assessment results. These are educationally disadvantaged students who have never learned how to learn either because they were never taught the skills or because the traditional methods of teaching were not effective for them at the time.

While this program proposal is not specifically aimed at providing educational services for new clientele, the Bakersfield College experience is that it will be serving a high percentage of older, working adults who lacked study skills which would have given them success in previous attempts at college but are now returning to upgrade their skills.

The proposal is definitely an effort to improve traditional instructional programs in the study skills area. While the current limited study skills classes present much the same material, it is not presented using the strategic method of teaching so that generalization, transfer, and self-generation of strategies are not monitored.

2. AB 1725 Projects emphasize the intellectual development of faculty and staff.

To implement intellectual development of faculty, AB 1725 encourages college programs which bring visiting scholars to local districts. Pegi Denton is probably the foremost expert in the country on the application of the strategies curriculum to a community college population. She helped in the original development of the strategies at KU-IRLD and with that expertise went on to develop the model used at JCCC for community college students. In our proposal, she would train the Bakersfield College instructors involved and would return monthly to monitor and supervise the progress. The entire program which we would be using is one which she has developed based on the KU-IRLD model.
3. The Board of Governors’ 1989-90 Basic Agenda Projects address the system’s current needs.

- **Academic Affairs**

  This proposal will intensify the efforts to increase the numbers and success of underrepresented students in transfer programs by giving them a means to achieve success.

  While the initial class sections offered under funding by this grant would be aimed toward the underprepared students in transfer programs, it is anticipated that in future semesters the same class will be offered to students in vocational programs by concurrent enrollment in the study skills class and in a selected vocational class.

  The proposal is aimed at the basic skill level of student, for many of whom the lack of study skills is a big barrier to success. Similarly, it will benefit English as a Second Language students, many of whom have limited formal education or limited exposure to the American critical thinking, self-monitored approach to study.

- **Student Services**

  This proposal identifies and will successfully disseminate effective strategies for retaining underrepresented students in the best way, because a successful student is much more likely to remain in college and therefore is much more likely to feel capable of transferring.

- **Quality**

  This proposal is the finest type of faculty/staff development program because it directly improves the skills of the college personnel. In effect, Ms Denton will be using on the Bakersfield College faculty the same strategic approach that assures success which the faculty will then be using with the students.
2. Specific Problems Being Addressed

SPECIFIC PROBLEM
In many cases, students may be placed in content classes but still experience functional exclusion from the educational experiences offered there. In other words, despite mainstream placement, these students receive little benefit from the experience because of the mismatch between their proficiency as learners and the demands of the mainstream setting. Research conducted over the last decade related to student low achievement and failure in public schools has identified five major reasons for this exclusion. The effective mainstreaming of low-achieving students appears to be dependent on the design and implementation of a comprehensive instructional model that addresses all of these factors. This proposal addresses the first three factors directly and the last three indirectly.

First, within the educational system, the students are not taught the necessary and appropriate skills and strategies that will enable them to cope effectively with the curricular demands of the content area classroom. The proposed Strategic Learning System has identified the needed skills and strategies specific to content area learning. See Figure 1 for the Summary of the Strategic Learning System.

Second, when attempts are made to teach deficient students the skills needed for success in mainstream classes, attempts fall far short of their intended goals. Research at KU-IRLD found that low-achieving students are unable to generalize skills and transfer them to content area classes unless specifically taught to do so. These two steps, which are not included in the usual study skills classes, are a vital part of the Strategic Learning System.

Third, low-achieving students’ functional exclusion from the mainstream reflects a failure by students to assume responsibility for mastering and using critical learning strategies that will enhance their ability to acquire, organize, store, and express curricular information. The Strategic Learning System builds in a contract commitment to assume responsibility while giving training in the strategies needed to carry out that responsibility.

Fourth, low-achieving students are functionally excluded from mainstream education partially because of the way content is delivered in mainstream classes. The Strategic Learning System helps students learn how to master content no matter how it is delivered.

Fifth, ineffective mainstreaming of low-achieving students reflects the reluctance of teachers to coordinate their instructional efforts on behalf of these students. While the Strategic Learning System does not address the responsibility of the content area teacher, it will enable the study skills teachers to coordinate their instructional efforts by specifically training the instructors in a proven method with proven content.
3. Population To Be Served

THE POPULATION TO BE SERVED BY THE PROJECT.

The general population to be served is the under-prepared student. Sub-populations within that will include minority students, re-entry adults, basic skills students, and ESL students.

Specifically, the students in the proposed sections will be students reading at Level 2 (ineligible to take transfer level classes) who have shown or indicated a need for study skills. They will have been enrolled in a Level 1 class in which, as a Level 2 student, they have by definition less than a 50% chance of success. The two B.C. classes which will be used for concurrent enrollment will be Health Ed 1 or Psychology 1A. After studying our courses, Ms Denton will be permitted to decide which course she feels will be the best to work with in terms of the replication.

The Health Ed 1 classes enroll around 700 students each semester of whom an estimated 40 to 50% are Level 2 readers. A study in Fall of 1989 showed that 32% of the students who completed the course received lower than a C grade. In addition there were others who withdrew from the course, some undoubtedly because they could see they would be unable to get a C or above.

The Psychology 1A course enrolls around 300 students each semester. Fewer of those are Level 2 readers than in the Health class. The Fall of 1989 study showed that 30% of those completing the course received lower than a C.

The students enrolled will generally be previously unsuccessful students who apparently have the intelligence to be successful but do not know or have the skills and strategies for success in content area classes.
4. Objectives

[NO “OBJECTIVES” ACCOMPANIES THIS DOCUMENT.]
5. Workplan Narrative

WORK STATEMENT
Project objectives and dates of scheduled activities.

October, 1990. Bakersfield College will receive from Pegi Denton, Johnson County Community College, all the materials which need to be duplicated so that they will be prepared before the training begins.

October, 1990. During registration, students who are Level 2 readers, who are enrolling in the selected companion course (Health Ed 1 or Psych 1A), and whose schedule permits, will be enrolled in one of the four sections of the Strategic Learning System course. The total number which can be enrolled will be limited to 60, so the first 60 who meet the criteria and wish to enroll may do so. The rest will be considered for the control group.

December, 1990. Pegi Denton will be in Bakersfield for a three-day training session during which she will train the Project Director and two Bakersfield College teachers. It is projected that one of the teachers will be a full-time faculty member and one will be an adjunct teacher.

January 15, 1991. Four sections of the Strategic Learning System will be taught beginning with the Spring semester. Each will be team taught by two instructors. The Project Director, although she has not worked with all the specific materials developed by JCCC, is a certified Strategies Trainer. In the first two sections offered each week, the Project Director will be teamed with one of the other teachers. The last two sections will be team taught by the two instructors. Each section will have a maximum of 15 students.

January 28, 1991. A control group will be established on the basis of matched pairs of Level 2 students who are enrolled in the companion class but not enrolled in the Strategic Learning System. For comparison purposes, a second control group may be established of Level 1 students who are enrolled in the companion class but are not enrolled in the Strategic Learning System.

Jan. to June, 91. Ms Denton will make a monthly one day visit to B.C. to monitor the accuracy of the replication, the effectiveness of the teaching, and the progress of the classes and students.

May, 1991. A student self-satisfaction inventory will be administered to all students in both the control and experimental groups.
June, 1991. The performance of the control group and experimental group will be compared on their retention, their grade in the companion course, their Grade Point Averages, their improvement on the Study Skills Inventory, and student satisfaction as shown in the evaluation.

Budget amount to be spent on each objective.

1. Duplicating.
   This will be paid for by the college with part of the expense to be regained through the sale of a syllabus. COLLEGE COST: $600.

2. Registration costs are internal college costs.
   This objective does not impose further expenditures.

3. Three-day training by Pegi Denton.
   A $694.50 per day estimate includes plane fare, consulting fees @ $400 per day, and expenses. PROJECT COST: $2083.50.

4. Personnel expenses.
   Project Director @ $25 per hour, twelve hours per week, for 19 weeks. PROJECT COST: $5700.
   Contract teacher @ 2/5 of a load. Approximate COLLEGE COST: 14,000.
   Adjunct teacher @ $18 per hour, twelve hours per week, for 17 weeks. PROJECT COST: $3682.

5. Control groups would be under the Project Director and do not incur any additional expense.

6. Five monthly, one day visits by Pegi Denton @ $694.50.
   PROJECT COST: $3472.50.

7. Student study skills inventory at approximately $20 for materials.
   COLLEGE COST: $20.

8. Statistical comparison of experimental and control groups would be done by the Project Director. No additional expense.

Personnel required.

The personnel required are the visiting consultant from Johnson County Community College in Kansas, the local Strategies Trainer who will act as the Project Director, two/fifths of a full time instructor's assigned time, and a part time adjunct instructor.
Equipment and materials.

No special equipment is needed. The prototype materials will be provided by the visiting consultant from Kansas.

Evaluation process.

The evaluation process would compare an experimental group with a control group on the basis of retention, grade point average, study skills acquisition and utilization, and learner satisfaction. This is seen in the objectives stated in section 5.1.
6. Expected Outcomes

EXPECTED OUTCOMES OF PROJECT ACTIVITIES.

A. Outcomes in relation to project objectives.

1. Research and evaluation of the JCCC Strategic Learning System found that students enrolled in the Learning Strategies Program earned a full grade point higher in the companion class than the controls who were not in the strategies. In addition, they showed a 20% higher completion rate. The strategies students showed significantly higher scores on measures of lecture mastery, textbook mastery, examination mastery, and overall classroom skills than did non-participants. Further, 80% felt the strategies had helped them in the companion course, 57% thought that the strategies helped them in other classes, and 56% felt that their grades improved as a result of using the learning strategies.

2. Since this is a well-conceived and will be a well-monitored replication of the JCCC program, we expect to see the same outstanding results with the students at Bakersfield College.

B. Impact of the project.

If we looked only at the 20% increased completion rate of students trained in strategies, the possible impact on retention, success, and therefore potential transfer is considerable. If we also look at the increase in grades earned and transferable skills developed, we see the model of a program with the potential to break the failure cycle, particularly among students who are high-risk because of a lack of effective study strategies.

C. Potential for continued support after the expiration of the grant.

Appendix A shows the three phase Model for Bakersfield College Learning Strategies Program. This proposal would initiate Phase 2 of the Model. Phase 1 has already been instituted in a small scale way and is now ready for expansion so that more students may benefit from it. The fact that Bakersfield College has already gone this far is an indication that there will be continued support for the Strategic Learning System after the expiration of the grant. It is an expensive program to initiate because of the very careful and complete training needed for the teachers. After the first semester (covered by this proposal), new teachers will need to be trained by pairing them with experienced teachers. Bakersfield College has a commitment to retention and to the underprepared students. If the evaluation proves the worth of the model, the potential for continued support is great.

D. Potential for adaptation to other institutions or programs.
Because many of the California Community Colleges are dealing with a student body similar to Bakersfield College’s, the potential for adaptation to other institutions is excellent. The fact that this will follow a good research model with a control group will let others judge the applicability to their own institutions.

A stumbling block for adaptation to other institutions is the necessity of investing in the necessary training program.
7. Evaluation Plan

[NO “EVALUATION” ACCOMPANIES THIS DOCUMENT.]
8. Dissemination Plan

A recommended plan for dissemination.

Both Bakersfield College and Johnson County Community College are members of the League of Innovation which provides a natural means of dissemination.

Within California, a discussion of the results can be made available to LARC, the Learning and Retention Consortium, and through such conferences as the CRLA, College Reading and Learning Association.

True dissemination can come only when a receiver college is willing to make a commitment to train the teaching staff needed.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]